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| GAINS Math CAMPPP 2010: Grades 7-8 Breakout: Session 1 | |  |
| 90 min | Math Learning Goals   * to build a collaborative learning community * to develop an understandings of proportional reasoning * to make connections to the Big Ideas (Marian Small) | Materials   * PPT file * BLM 1.1 |
|  | Whole group 🡪Introductions  Facilitators welcome group and model introductions: name, role, board, an interesting fact. Each participant then introduces themselves in a like manner.  Small group 🡪Group Norms  Each group brainstorms a list of group norms that will be adopted for the professional learning series at CAMPPP.  Whole group 🡪Anchor Chart  Facilitator collects common norms to be adopted by the whole group. Pos the anchor chart in plain sight.  Whole group 🡪Learning Logs  Facilitator distributes learning logs and explains purpose/use: record learning, solve mathematics, reflect on learning.etc. |  |
| Minds On… |
| 30 min |
|  | Small group🡪Word Sort  Participants sort ‘answers’ to proportional reasoning problems into categories and justify their reasoning.  Participants create a Frayer model to demonstrate their understanding of Proportional reasoning.  Pairs of groups 🡪Discussion  Each group pairs with a second group to share and discuss their Frayer Models.  Whole group 🡪Presentation  Post Big Ideas from Plenary (11 x 17 poster size). Participants rephrase Big Ideas in their own words.  Introduce “Guidelines for Whole Class Math Talk”, LNS, Research Monograph #1, to facilitate sharing during consolidation activity. | What works Research into Practice monograph #  www.edu.gov.on.ca/eng/litearcy numeracy  Frayer Model  <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>  p. 43 |
| Action! |
| 40 min |
|  | Small Group 🡪Matching Activity  Provide participants with problems/questions/tasks from BLM 1.1. Participants are asked to match the problems match problems/question/tasks to the Big Ideas. Post them on the wall.  Whole Group Discussion  Use sentence stems from Anchor Chart (LNS Monograph #1), to facilitate appropriate math talk while participants justify placement of problems/questions/tasks. (I agree, I disagree…). |  |
| Consolidate Debrief |
| 20 min |
| Application  Concept Practice  Differentiated  Exploration  Reflection  Skill Drill | Home Activity or Further Classroom Consolidation |  |

BLM 1.1: Word Sort and Problem Questions for sorting